



The Commonwealth of Massachusetts

STATE COLLEGE  
FITCHBURG

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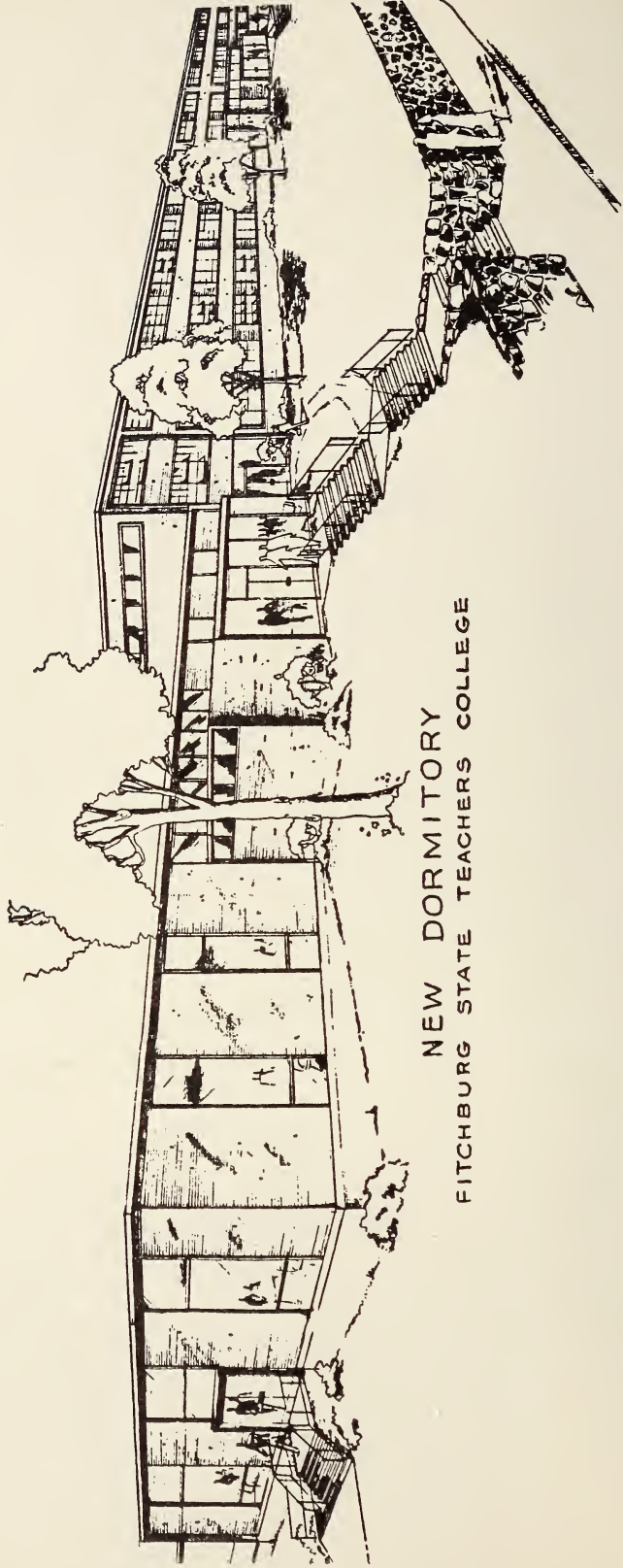
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NEW DORMITORY  
FITCHBURG STATE TEACHERS COLLEGE

THE COMMONWEALTH OF MASSACHUSETTS  
State Teachers College  
Fitchburg, Massachusetts  
Established 1894



1960 - 1961

**ACCREDITED BY**

**National Council for Accreditation of Teacher Education**

**MEMBER OF**

**The American Association of Colleges for Teacher Education**

**New England Association of Colleges and Secondary Schools**

**The New England Teacher Preparation Association**

**The Eastern States Association of Professional Schools for Teachers**

**Association of Teacher Education Institutions**

**National Commission on Accrediting**

**Massachusetts Council on Teacher Education**



# The State Teachers College at Fitchburg

The State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College offers a well-integrated education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and Master of Education.

## BOARD OF EDUCATION

Department of Education, 200 Newbury Street, Boston, Massachusetts

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Publication approved by Bernard Solomon, State Purchasing Agent-71

# The Aims and Objectives of the State Teachers College at Fitchburg

The faculty and student body of the State Teachers College at Fitchburg share an understanding of the purposes of the programs which are offered. These purposes are subject to continuing appraisal, interpretation, and suggestion for revision. In orientation experiences, freshmen are introduced to them in order that at the very outset of their participation, they shall have a clear vision of their educational venture. In seminars and committees, faculty members and students study and recommend improvements in our educational design and clarify as well as amplify their understandings of the functions of the college.

The objectives of this college rest upon an agreement by the faculty as to the chief bases for planning the program of an institution for teacher and nursing education. That agreement exists in documentary form, drawn up by a faculty committee, and considered and accepted by the whole faculty, who constantly scrutinize it for improvement.

## The Objectives of General and Professional Education

The objectives of this college in general and professional education, derived by faculty agreement from their bases of curriculum design, are set forth below.

### The Objectives of General Education

The broad objectives of this college in the general education of its students are:

1. Growth in the appreciation of the total culture.
2. Growth in the ability and disposition to share experience, through improvement of the tools of communication.
3. Growth in the evaluation of and respect for self in relation to the culture.
4. Growth in the understanding of human behavior.
5. Growth in self-disciplined freedom of behavior in a social setting under a system of mutual restraints and obligations.
6. Growth in self-disciplined freedom of belief and opinion.
7. Growth in the self-disciplined freedom to attempt social change by democratic means.

8. Growth of faith in the principles that the moral right to freedom depends upon the obligation to be informed and disciplined in its use.
9. Growth of faith in the principle that the welfare of the group is essential to the welfare of the individual.
10. Growth in the understanding of the essentiality of the spiritual discipline and of the limitations placed upon its development in democratic public institutions.

### The Objectives of Professional Education

The efficient teacher will possess the specialized knowledges, understandings, habits, attitude, and skills essential to effective school practice in American democracy. Teacher education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in teaching skills.
2. Intelligent practice of the specialized skills of the teacher.
3. Growth in the understanding of the values, objectives, and design of democratic education in a changing society.

The efficient nurse will have matured in the essential specialized knowledges, understandings, habits, attitudes, and skills. Nursing education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in the nursing skills.
2. Intelligent practice of the specialized skills of the nurse.
3. Growth in the understanding of the aims and design of health and services in a changing democratic society.

Both teacher and nursing education must impose those experiences which professional certification requires. This college will provide for democratic maturation, only to the degree that it capitalizes upon every proper opportunity for genuine choice, voluntary association, assumption of responsibility, and guidance—individual and group.



# Administration and Faculty

RALPH F. WESTON, A.B., A.M. (1926) *	President
HELEN B. ROSS, A.B., A.M., Ph.D. (1949)	Dean of Instruction Professor of Biological Science
PHILIP A. McMURRAY, A.B., Ed.M. (1947)	Dean of Men Associate Professor of English
JOSEPHINE A. BOLGER, B.S. in Ed., A.M. (1929)	Dean of Women Assistant Professor of Psychology
ROGER F. HOLMES, A.B., Ed.M., Ed.D. (1940)	Director of Graduate Study, Professor and Head of Social Studies Department
JAMES J. HAMMOND, B.S. in Ed., Ed.M. (1937)	Director of Industrial Arts, Professor of Education
VINCENT L. HAWES, B.S. in Ed., Ed.M. (1957)	Director of Training Associate Professor of Education
RACHEL S. BRUCE, B.S. in Ed., A.M., (1927)	Assistant Director of Training, Assistant Professor of Education
JOSEPH A. ANGELINI, A.B., Ed.M. (1958)	Instructor of Mathematics
SIGNE ANTILA, B.S. in Ed., Ed.M. (1946)	Assistant Professor, Supervisor of Junior High School Geography
ELMER J. ARSENAULT, B.S. in Ed., M.F.A. (1958)	Instructor, Supervisor of Junior High School Art
BETTINA ASSELTA, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor of Grade 3
KATHRYN BAKER, B.S. in Ed., Ed.M. (1955)	Instructor, Supervisor of Junior High School English and Latin
CLARENCE R. CALDER, B.S. in Ed., Ed.M. (1957)	Instructor, Supervisor of Industrial Arts in the Training Schools
HELEN CARNEY, B.S. in Ed. (1957)	Instructor, Supervisor of Grade 2
JOSEPH E. CARPENTER, B.S. in Ed., Ed.M. (1957)	Instructor, of Industrial Arts (General Metal)
EUGENE S. CASASSA, B.S. in Ed., M.A. (1958)	Instructor of Speech
EDWIN R. CLARK, A.B., A.M., Ed.D. (1931)	Professor of Physical Science
MARION CLARK, A.B., A.M., (1949)	Assistant Professor of Physical Education

\*Date in parentheses indicates year of joining faculty.

- GEORGE F. CONDIKE, A.B., Ph.D. (1947) Professor and Head of  
the Science Department
- RICHARD F. CONDON, B.S. in Ed., Ed.M. (1959) Instructor, Supervisor  
of Junior High School Mathematics
- FLORENCE D. CONLON, B.S., in Ed., Ed.M. (1919) Professor and  
Head of Fine Arts Department
- MICHAEL J. CONLON, A.B., A.M. (1937) Professor of Philosophy
- NICHOLAS J. COPOULOS, B.S. in Ed., Ed.M. (1957) Instructor of  
Mathematics
- HARRY L. CROWLEY, B.S., Ed.M., Ed.D. (1956) Associate Professor  
of Psychology
- MARION B. CUSHMAN, B.S. in Ed., Ed.M. (1950) Instructor,  
Supervisor of Grade 6
- VEVA K. DEAN, A.B. in Ed., A.M., Ph.D. (1954) Professor of  
Geography
- DAYTON N. DENNETT, A.B., A.M., Ph.D., (1957) Associate  
Professor of English
- EDWARD T. DONNELLY, B.S. in Ed., Ed.M., Ed.D. (1951) Professor,  
Supervisor of Industrial Arts Student Teachers
- RUTH M. DONOVAN, B.S. in Ed., Ed.M. (1945) Instructor of Training  
School Physical Education
- ADELE M. DRISCOLL, B.S. in Ed., Ed.M., Ed.D. (1957) Professor of  
Education
- EDWARD F. DRISCOLL, B.S. in Ed., Ed.M. (1956) Associate Professor  
of Industrial Arts (Electronics)
- RICHARD P. DRURY, B.S. in Ed., Ed.M., M.A. (1958) Assistant Professor,  
Industrial Arts (Arts and Crafts)
- ROBERT G. ELLIOT, B.P.E., A.M. (1941) Director of Athletics,  
Assistant Professor of Physical Education
- DONALD W. FALVEY, B.S. in Ed., Ed.M. (1958) Assistant Professor,  
Principal of Edgerly Training School
- GERTRUDE L. FISKE, B.S. in Ed., A.M. (1931) Assistant Professor,  
Supervisor of Home Economics
- WILLIAM H. FITZGIBBON, B.S. in Ed., Ed.M. (1953) Assistant Professor,  
Supervisor of Junior High School Science
- KATHERINE E. FLYNN, B.S. in Ed., Ed.M. (1959) Instructor, Super-  
visor of Grade 2
- WILLIAM J. GOLDMAN, B.S. in Ed., Ed.M., Ed.D. (1955) Professor of  
Special Education
- WALTER F. HARROD, B.S. in Ed., Ed.M. (1947) Assistant Professor of  
Industrial Arts (Woodworking)
- ELIZABETH M. HASKINS, B.S., A.M., M.S. (1947) Associate Professor  
of Mathematics

DANIEL L. HEALY, A.B., MUS.B., ED.M. (1945) Associate Professor of English

ALFRED P. HOBBS, B.S. in Ed., ED.M. (1959) Instructor, Supervisor of Junior High School Mathematics

RAYMOND G. HOOPS, B.S. in Ed., M.A. (1958) Assistant Professor of Industrial Arts (Graphic Arts)

ELMA M. JOHNSON, ADJ.,A., ED.M. (1919) Instructor, Supervisor of Grade 5

RICHARD L. KENT, B.M.E., M.M. (1947) Associate Professor of Music

EVERETT E. KOEHLER B.S. in Ed., M.A., PH.D. (1946) Professor of Industrial Arts (Power Mechanics)

A. ORIN LEONARD, B.A., B.S., M.A., ED.D. (1952) Associate Professor of Psychology

MARY McDONALD LONG, B.S. in Ed., A.M., PH.D. (1953) Professor and Head of English Department

DORIS LYSTILA, B.S. in Ed., (1959) Instructor, Supervisor of Grade 2

THOMAS A. MALLOY, A.B., A.M., ED.D. (1957) Associate Professor of Sociology

ELIZABETH A. MANEY, B.S. in Ed., ED.M. (1958) Instructor, Supervisor of Grade 1

ANNE MAY, B.S. in Ed., ED.M. (1956) Instructor of Special Education

MARGARET McDOWELL, B.S. in Ed., ED.M. (1952) Instructor, Supervisor of Grade 1

JOHN A. McNANEY, B.S.E., M.S.E. (1958) Instructor of Physical Science

RICHARD B. MICHAEL, A.B., A.M., PH.D. (1952) Professor of Social Studies

JOHN F. NASH, A.B., M.S., ED.M. (1958) Associate Professor of History

ELIZABETH O'CONNOR, B.S. in Ed., ED.M. (1948) Assistant Professor Principal of Dillon Training School

RAYMOND OKERMAN, B.S. in Ed., ED.M. (1956) Instructor, Supervisor of Junior High School Social Studies

IRENE PASSIOS, B.S. in Ed., ED.M. (1954) Instructor, Supervisor of Grade 4

ANNA F. PHILBIN, B.S. in Ed., ED.M. (1952) Assistant Professor, Supervisor of Junior High School English

ELIZABETH QUATTLANDER, B.S. in Ed., ED.M. (1935) Instructor, Supervisor of Grade 3

WILLIAM H. RINEHART, B.S. in Ed., Ed.M. (1936)	Instructor of Penmanship
LOUIS P. SHEPHERD, B.S. in Ed., A.M. (1952)	Associate Professor of English
ELSIE SLEEPER, B.S. in Ed., (1959)	Instructor, Asst. Librarian
JUDITH SMITH, A.B., Ed.M. (1957)	Instructor, Supervisor of Grade 5
ROBERT A. SMITH, B.S. in Ed., M.S. (1958)	Instructor of Biology
..	
LILLIAN TATER, B.S. in Ed., Ed.M. (1943)	Assistant Professor of English
RENE THOMAS, B.S. in Ed., Ed.M. (1957)	Instructor of Industrial Arts (Technical Drawing)
JOSEPH E. UNDERWOOD, A.B., B.S. in Ed., Ed.M. (1936)	Assistant Professor, Principal of Junior High Training School
FRANK E. WOLF, B. S. in Ed. A.M., Ed. D. (1957)	Professor of Biology

### BURBANK HOSPITAL SCHOOL OF NURSING

GRACE GUMMO, R.N.	Principal, School of Nursing Director, the Nursing Service
ARLINE WEBSTER, M.A.R.N.	Assistant Principal, School of Nursing Director of Education
LILLIAN BANNON, M. Ed., R.N.	Director of Clinical Nursing Studies and Practice
KATHERINE O CONNOR, B.S. Ed., R.N.	Asst. Director, Clinical Nurs- ing and Practice
MILDRED FRANCIS B.S. Ed., R.N.	Instructor of Sciences
JANE KERR, B.S. Ed., R.N.	Instructor of Sciences
PAULINE BROGAN, B.S. Ed., R.N.	Asst. Instructor of Sciences
ELAINE MOCARSKI, B.S. Ed., R.N.	Instructor, Nursing Fundamentals
ELIZABETH MAY, B.S. Ed., R.N.	Asst. Instructor, Nursing Fundamentals
NANCY COBB, B.S. Ed., R.N.	Asst. Instructor, Nursing Fundamentals
GAIL PROSSER, B.S. Ed., R.N.	Asst. Instructor, Nursing Fundamentals
CATHERINE MAROTTA, B.S. N.R.N.	Public Health Coordinator
ELEANOR CAIRNS,	Librarian
BARBARA JOHNSON, R.N.	Clinical Supervisor, Evenings

SYLVIA SCALZULI, B.S. N.R.N.	Clinical Nursing Instructor
ELEANOR CABRAL, B.S. Ed., R.N.	Clinical Nursing Instructor
NANO MCAULIFFE, B.S. Ed., R.N.	Clinical Nursing Instructor, O.P.D.
ROWENA TAYLOR, B.S. Ed., R.N.	Clinical Nursing Instructor, Maternity
SHEILA LAFORTUNE, B.S. Ed., R.N.	Clinical Nursing Instructor
ASPASIA ANASTOS, R.N.	Instructor, Operating Room
ROSE CONRAD, B.S. in Ed., R.N.	Clinical Nursing Instructor

#### STAFF MEMBERS

CLAIRE LAVOIE	Principal Bookkeeper
PRISCILLA ARNOLD	Senior Clerk, Stenographer
ROBERT LEVANGIE	Senior Bookkeeper
NELL NEWELL	Junior Clerk, Stenographer
CYNTHIA FIELD	Junior Clerk
LILLIAN RESNIK	Junior Clerk, Stenographer
FLORENCE DUPONT	Junior Clerk
HERBERT W. CLEMENTS	Superintendent of Bldgs. and Grounds
ROBERT RICE, M.D.	College Physician
MARGARET PETERSON, R.N.	College Nurse
ELLEN MATSON	Dietitian
ALBINA DAVIS	Supervising Housekeeper
MARIE HARRINGTON	House Mother



## The State Teachers College at Fitchburg

### CAREERS IN EDUCATION

Personable young men and women of high moral integrity and sound physical health, who accept the call of teaching, enter upon a noble and useful profession. Into their care will be entrusted the children of America, whose destinies and self-realizations they will help mold and direct for purposeful citizenship within their community, state, and nation. They will serve the good of society and promote the physical, social, and moral welfare of their pupils.

There is a pressing demand for teacher candidates in the schools of the United States and especially in Massachusetts. The opportunities for qualified personnel within the ranks of education are many and great. The desire to teach and guide children and the ambition to grow professionally while in service are among the requirements of a successful teacher.

Classroom teaching is but one of the many positions obtainable in the educational world. Increasingly more responsible and influential positions available to successful teachers are those of the teaching specialists of the mentally handicapped; the reading consultants; the speech clinicians; and the demonstration teachers in teachers colleges. The administrative positions of the elementary and secondary school principals, supervisors, and school superintendents can also be realized by those who desire this field.

The State Teachers College at Fitchburg provides courses of study to prepare teachers for: Elementary Education, Junior-High Education, Industrial Arts Education, and Special Education for the Teacher of the Mentally Retarded. In the fulfillment of objectives of teacher education, the College also provides the personal and professional guidance essential for the proper and efficient development of these teachers.

### PHYSICAL SETTING

The State Teachers College at Fitchburg, on the eastern fringe of the city, commands panoramic views of Mt. Wachusett to the south and Pearl Hill to the north.

Of the nine buildings on the campus, there are three dormitories, centrally located, which provide attractive living accommodations for men and women students. Two campus training schools have been established as laboratory schools for children in grades one through nine. The Teachers College Junior High School is the only training school of its type in this state.

The college is ideally located for the education of future teachers in that it is able to use the resources of a large, progressive community. Opportunities are available to students to share with the people of the community in religious, social, and cultural activities.

## COLLEGE BUILDINGS

Thompson Hall houses the Administration and faculty offices, fifteen classrooms, two science laboratories, commuters' lounge, and the library.

### THE LIBRARY.

Extending through the middle of the second floor of the Administration Building, the library is arranged to provide individual study tables. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals, and new books. The librarian, assistant librarian, and a corps of college students trained in the knowledges and skills of library service, provide instruction in the effective use of library facilities and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies, and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the National Education Association and American Council on Education, and other pamphlets are received and filed for library use. Other special features are selection of children's books for the use of students in training, and a collection of Industrial Arts books chosen with the active cooperation of a committee from EPSILON PI TAU chapter of the college.

In conjunction with the library facilities of the college, The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources. The Youth Library is a well-equipped storehouse of treasure for school age children. Field trips are scheduled frequently for the pupils of Teachers College training schools in a joint effort by the library staff and student teachers to present to their pupils the values and opportunities contained in a special library for youth.

### MILLER HALL and PALMER HALL DORMITORIES

Miller Hall provides room accommodations for sixty-eight women. Supervised by the faculty sponsor, it also contains the quarters of the nurse, who is in attendance. Social rooms are provided for the entertainment of friends and relatives.

Palmer Hall provides similar facilities for seventy women students. The College Cafeteria, open to all students, is located on the ground floor of this building.

## MEN'S NEW DORMITORY

This building provides room accommodations for one hundred-fifty men and is supervised by a faculty sponsor. The dining hall, with a capacity of three hundred-fifty, and the kitchen are located on the first floor. The men's recreation room contains facilities for many activities.

When conditions warrant, parking space for cars may be available on campus, but it is not the obligation of the school to furnish it. The college administration disapproves of cars on campus which are not needed for work or for teacher training travel.

## INDUSTRIAL ARTS BUILDING

This building, erected in 1936 on the northeast side of the inner campus, provides first-class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: woodworking, printing, drawing, sheet metal and machine shop, general shop, electrical and power mechanics shop, and arts and crafts.

## TRAINING SCHOOLS FOR STUDENT TEACHING

### OBSERVATION AND DEMONSTRATION

A very important phase of a teacher's professional education is the training and practice in actual school situations. To provide this opportunity, the college maintains two elementary schools and a junior high school with a total enrollment of approximately six-hundred pupils.

### EDGERLY TRAINING SCHOOL

This campus training school, with twelve classrooms, accommodates children in grades one through six.

### JUNIOR HIGH TRAINING SCHOOL

This campus training school provides educational facilities for approximately two hundred pupils in grades seven through nine. This building contains seven classrooms, a household-arts suite for cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium, which seats six hundred, is located in the junior high training school. Student assemblies, presentations of the College dramatic and musical organizations, illustrated lectures, and educational motion pictures are conducted in the auditorium.

### THE DILLON TRAINING SCHOOL

In addition to the facilities listed above, the college has the use and direction of the D.M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses one hundred fifty children in grades one through six.

## THE ATHLETIC FIELD AND NEW GYMNASIUM BUILDING

The Athletic Field, on the north border of the campus, has a playing area of approximately seven acres. Near this field is located the new gymnasium building, costing approximately \$500,000. It contains a gymnasium with a maximum basketball court and a seating capacity of 500 students, a classroom, a small gymnasium, physical director's offices, health room, lockers, and showers.

Fitchburg State Teachers College students compete interscholastically in soccer, basketball, baseball, track, and tennis with fellow members of the New England Teachers College Athletic Conference as well as with other colleges. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

The College's intramural athletic program includes competition in soccer, touch football, basketball, and softball on a class or campus club basis. An award is presented to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can participate in varsity athletics.

The Women's Athletic Association provides major interscholastic and intramural sports in field hockey, volleyball, basketball, and softball. Other sports are archery, tennis, badminton, and bowling.

## STUDENTS' ORGANIZATIONS AND ACTIVITIES

The Student Government Association controls student affairs. It operates through a council composed of two representatives from each class and four upper-class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities' budget, plans assemblies, and charters clubs.

All classes, clubs, and organizations operate on the general principle that each shall contribute something of worth to the college, as well as minister to its own special interests and needs.

Each of the four classes chooses two faculty sponsors, who act in an advisory capacity in supervising its business and social activities. The class operates within the budget apportioned to it by the Student Government Association and sponsors one of the major parties of the year; e.g., the Sophomores stage the Halloween Party, and the Freshmen, the Winter Carnival Ball. Each of the four classes participates in the Annual Class Day exercises. Among the student clubs subsidized by the Student Government Association are the Dramatic Club, the Glee Club, and the Outing Club. Each club presents a student assembly in addition to its own special activities.



Both the student paper, the Kampus Vue, and the Saxifrage, the College yearbook, have student staffs and faculty sponsors. The Student Government Association budget maintains these publications.

Religious interests are served by the Newman Club, the Student Christian Association, and the Judiac Club, each of which, under guidance of faculty sponsors, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in The New Dormitory and the women in Miller Hall and Palmer Hall, respectively, have Boards, which cooperate in directing and sponsoring social activities. The students in each dormitory govern themselves under the direction of resident sponsors.

The commuting men's and women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and lunch room as well as a large Commuter's Lounge in the Administration Building.

EPSILON PI TAU, the Industrial Arts Honor Society, has a chapter at Fitchburg.



## REQUIREMENTS FOR ADMISSION

The following new admission policy shall become effective for all students to be admitted to the Massachusetts State Teachers Colleges or the Massachusetts College of Art on or after September 1, 1959:

### 1. General Qualifications

Every candidate for admission as a regular student must meet the following requirements:

#### 1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

#### 2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

#### 3. Completion of Sixteen units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as time in recitation."

#### 4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

#### 5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgement of the President of the Teachers College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

### 11. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts College of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

### III. Time of Admission.

1. Applicants may file an application and may be admitted provisionally under Plan I below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

Plan I candidates whose applications are received on or after the date of the administration or any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI. applies.

2. Applicants not granted provisional admission under Plan I may submit applications on or after October 1 of the senior year, but must await results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examination.

### IV. Methods of Admission.

#### A. Plan I. Admission by Academic Evaluation.

The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by academic evaluation is granted to candidates as follows: On the basis of A—4, B—3, C—2, D—1, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted without examination.

#### I. Prescribed—These 16 units must include the following 8 units.

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry	1 unit

## **2. Distribution of units for Applicants Admitted by Evaluation.**

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Languages, 5 units (no credit accepted for less than 2 units of any one language)\*\*; Mathematics, 4 units; Business Subjects, 2 units; Fine and Industrial Arts, 2 units\*\*\*, Home Economics, 2 units\*\*\*, and Physical Education, 1 unit\*\*\*\*.

\*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State Teachers College at Salem.

\*\*Language majors may offer one additional unit.

\*\*\*In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts programs at Boston and Fitchburg, all programs in the Massachusetts College of Art, and the Music program at Lowell.

\*\*\*\*One unit granted for the Physical Education major program at Bridgewater only.

## **B. Plan II. Admission by Examination**

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under General Qualifications stated under I., may be admitted to the Teachers Colleges on the successful completion of aptitude and/or other tests prescribed by the Department of Education, provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

Candidates may take examinations not more than twice for any academic year.

## **V. Admission of Students to the Massachusetts College of Art and to the Music Department of the State Teachers College at Lowell.**

Students seeking admission to the Massachusetts College of Art, in addition to meeting the regular requirements for admission, are required to pass an Art Aptitude Test and present evidence of special preparation to enter Massachusetts College of Art. Students

seeking admission to the State Teachers College at Lowell, in addition to meeting the regular requirements for admission, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers College at Lowell and the Massachusetts College of Art.

## **VI. Waiting Lists.**

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

### **A. Plan I candidates:**

The position of the candidates will be determined according to the numerical evaluation as described under IV. A.

### **B. Plan II candidates:**

The position of the candidate will be determined according to the numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A = 4

B = 3

C = 2

D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

## **VII. Date and Place of Examinations.**

Students entering under Plan II will be required to take the College Entrance Examination Board Scholastic Aptitude Tests. These tests are to be given on December 5, 1959, January 9, February 6, March 12, May 21, and in August 1960 at convenient locations throughout the state. On January 9, March 12, and May 21, 1960 the Scholastic Aptitude Test will be administered at the State Teachers Colleges at Boston, Bridgewater, Salem, Westfield and Worcester. Information about other test centers should be obtained from college admission officers, high school guidance counselors, or from Educational Testing Service, Princeton, New Jersey.



### **VIII. Admission as Advanced Students.**

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

## **COLLEGE YEAR BEGINS**

September 12, 1960

September 11, 1961

### **REQUIREMENTS FOR PROMOTION AND GRADUATION**

1. A system of quality points is in force in all of the State Teachers and the Massachusetts College of Art. Under this system grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.

2. The number of quality points a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g. a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for the promotion or graduation is 2.0. Students with an average less than 2.0 must withdraw from the college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties or similar circumstances.

Students with an average of less than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with permission of the Director of State Teachers College on the recommendation of the President, for such reasons as illness, home difficulties, and similar circumstances.

Students with less than a 2.0 average but better than a 1.5 average for any given semester will be placed on academic probation. These students are not permitted to participate in any extra curricular college activities or to be employed in student aid positions.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.



6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or when possible, during the regular college year. Continuing subjects in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated" or alternate course ..... passed at ..... with a grade of .....  
(Name) (College)

### EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

#### I. Fees for residents of Massachusetts.

1. \$ 200.00 a year payable in two installments at the beginning of each semester.
2. \$ 7.00 a semester hour-Courses for part-time day students.
3. \$ 13.00 a semester hour-Extension and Summer courses.
4. \$ 11.00 a semester hour-Auditor in Extension and Summer Course.

#### II. Fees for Non-Residents of Massachusetts.

1. \$ 600.00 a year payable in two installments at the beginning of each semester.
2. \$ 21.00 a semester hour-Courses for part-time day students.
3. \$ 22.00 a semester hour - Extension and Summer courses.
4. \$ 11.00 a semester hour - Auditor in Extension and Summer Courses.

#### III. Registration Fee.

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts College of Art must pay a registration fee of \$ 20.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

#### IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$70.00 a year.

#### V. Board and Room in the Dormitory Colleges.\*

Each applicant for a dormitory reservation must pay a dormitory deposit fee of \$ 25.00 following notification of admission to a dormitory. This deposit will be deducted from the total dormitory fee of students who attend. It will be forfeited by those who do not attend.

Rates for board and room are established by the State Department of Education. The present annual rate is \$ 480.00, payable as follows:

Dormitory Deposit	\$ 25.00
Opening of School, September	\$ 95.00
December 1	\$ 120.00
February 1	\$ 120.00
April 1	\$ 120.00

All payments must be made in advance without the presentation of bills.

## The College Curricula

The following curricula are offered at the Fitchburg State Teachers college.

### Elementary School Curriculum:

The Elementary School Curriculum is designed to prepare teachers for grades 1 through 6 of the elementary school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and the professional courses develop an understanding of the characteristics of the young child, the content and organization of the modern elementary school program, with emphasis on unit procedures, and the specialized skills of the teacher of grades 1 through 6.

Final entrance into the Elementary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching children.

### Junior High School Curriculum:

The Junior High School Curriculum is designed to prepare teachers for grades 7 through 9 of the junior high school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and professional courses develop an understanding of the learner, the content organization of the modern school program, and the specialized skills of the teacher of grades 7 through 9. Specialization in one or more of the following subject-teaching areas is required: English, science, mathematics, social studies, history, and geography.

The candidate for admission to the State Teachers College at Fitchburg, in preparation for teaching in either of these two fields, makes a tentative choice between the Elementary Curriculum and the Junior High School Curriculum. This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interest which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Junior High School Curriculum will require a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission finally to enter the Junior High School Curriculum will also depend upon the possession by the student of those traits of personality best suited to junior high pupils.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Junior High School teaching and for Elementary teaching. These quotas are flexible and change from year to year in accordance with demand.

### **Industrial Arts Curriculum:**

The Industrial Arts Curriculum prepares teachers for both junior and senior high schools. It is a balanced program of liberal arts, technical arts, and teacher education. A typical student's day includes both shop and academic classes. As is true of other teacher-preparation courses, there is a semester of supervised teaching, which is experienced in campus training schools and neighboring public schools.

The shops offer a great variety of technical experiences in woods, metals, printing, drawing, electronics, engines, vehicles, ceramics, leather, lapidary, finishing, and others. Industrial Arts students are required to take courses in all shops.

### **Nursing Curriculum:**

The Fitchburg State Teachers College, in affiliation with the Burbank Hospital School of Nursing, offers a combined college-nursing program of four years and three months. This co-ordinated curriculum offers an opportunity to integrate a liberal arts education with a professional education in nursing. At the completion of the program, the student receives the Bachelor of Science degree in Education from the College and the Professional Diploma in Nursing from the School of Nursing.

Applicants to the program are admitted jointly by the College and the School of Nursing. All applicants are required to take the National League for Nursing examination, a pre-nursing and guidance test battery, prior to admission by the School of Nursing.

During the first two years, students carry a full program of college courses at the Teachers College. During the remainder of the program, the student receives courses and planned clinical practice in nursing, which includes affiliations in special nursing areas. Failure to pass the nursing program of the hospital automatically requires withdrawal from the nursing course at the College.

Throughout the entire program, with the exception of those periods during which she is away on affiliations, the student lives in the Nurses' Home on Hospital Hill.

While in attendance at State Teachers College, the students are charged for board and room at the hospital or at the dormitory.



Application for entrance should be made both to the principal of the School of Nursing, Burbank Hospital, Fitchburg, Massachusetts, and to the State Teachers College. For further information regarding this program, reference should be made to the Burbank Hospital School of Nursing Bulletin which is available upon request.

### **Special Education for the Teaching of the Mentally Retarded**

This curriculum leading to a Bachelor of Science in Education degree prepares students for the teaching of the mentally retarded child. The program consists of both liberal arts and teacher education courses.

Methods best suited for teaching the normal as well as the retarded child are considered. The available facilities of the college's Industrial Arts, Domestic Arts, and Science departments permit emphasis on the various types of application so valuable in the education of the retarded child. Practice teaching and directed observation will be completed in classes for the mentally retarded in local communities and state institutions.

Candidates completing this curriculum will fulfill the requirements of state certification for teachers in this field.

## **Additional Educational Opportunities At Fitchburg**

### **THE GRADUATE DEPARTMENT**

The State Teachers College at Fitchburg offers a course of study of leading to the degree of Master of Education (Ed.M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

The graduate program is based on those values which are of general worth in education to all teachers. It requires adequate study experience in the broad fields of:

- Educational Psychology
- Educational Philosophy
- Curriculum
- Guidance
- Administration or
- Supervision
- Research

In addition to the above required areas, the graduate student may cultivate a special interest through a limited number of elective courses in the major fields of knowledge.

### **THE VOCATIONAL EDUCATION PROGRAM**

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.



## IN-SERVICE TRAINING OF TEACHERS

Courses are offered on campus for teachers in service who are graduates of normal schools, but who wish to qualify for the degree of Bachelor of Science in Education granted by the Fitchburg State Teachers College. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

## SUMMER SCHOOL

Both graduate and undergraduate courses are offered in the summer session.

Information concerning these additional programs is made available in separate bulletins and announcements.

## OBJECTIVES OF THE COLLEGE CURRICULA

This college views, as its curricula, all those organized and evaluated experiences desirable or essential to the educated person and to the prospective teacher or nurse. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

On the pages which follow is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigations are provided by areas of study and practice and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas and through continuing observation and practice under genuine typical conditions and under careful guidance.

## Curriculum Outlines For Teacher Education

This college provides the above organized general and professional study and practice experience through the following courses and allocation of hours:

### CURRICULUM FOR ELEMENTARY TEACHERS

#### FIRST YEAR

##### 1st Semester

S.H. C.H.

Eng. 100 English Composition I	3	3
S.S. 100 Hist. West. Civilization I	3	3
Sc. 100 Biology I	3	4
Math. 110 College Math. I	3	3
Mus. 101 Music I	2	4
Eng. 106 Speech	2	3
P.E. 100 and 102	1	2

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17 22

##### 2nd Semester

S.H. C.H.

Eng. 102 English Composition II	3	3
S.S. Hist. West. Civilization II	3	3
Sc. 102 Biology II	3	4
Psych. 101 General Psychology	3	3
Art 100 Art Appreciation	3	5
P.E. 101 and 104	1	2

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16 20

#### SECOND YEAR

##### 1st Semester

S.H. C.H.

Eng. 210 American Literature	3	3
Psych. 204 Child Psychology	3	3
Ed. 104 Cultural Hist. Am. Ed.	3	3
Mus. 102 Music II	1	2
S.S. 105 U.S. Hist. and Const.	3	3
S.S. 110 Prin. of Geography	3	3
P.E. 103 and 106	1	2

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17 19

##### 2nd Semester

S.H. C.H.

Eng. 236 Children's Literature	3	3
Ed. 115 Arithmetical Concepts	3	3
Ed. 200 General Methods	3	5
Sc. 110 Physical Science I	3	3
Ed. 206 Social Studies	3	3
P.E. 105 and 108	1	2

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16 19

#### THIRD YEAR

##### 1st Semester

S.H. C.H.

Ed. 207 Reading in Elem. Grades	3	3
Ed. 205 Language Arts	2	2
P.E. 110 Phys. Ed. in the Elem. School	1	2
Art 200 Art in the Elem. School	2	4
Mus. 200 Music in the Elem. School	2	4
I.A. 203 Instructional Materials	2	4
Psych. 203 Educational Meas.	2	2
Sc. 239 Science in Elem. Ed.	3	4

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17 25

##### 2nd Semester

S.H. C.H.

Ed. 210 Student Teaching	12	25
Ed. 230 Seminar in Elementary Education	2	2

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14 27

#### FOURTH YEAR

##### 1st Semester

S.H. C.H.

Phil. 203 Intro. to Philosophy	3	3
S.S. 222 Social Institutions	3	3
Sc. 111 Physical Science II	3	3
Elective	3	3
Elective	3	3
P.E. 202 Standard First Aid	0	1

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15 16

##### 2nd Semester

S.H. C.H.

Phil. 204 Philosophy of Ed.	3	3
Eng. 215 English Literature	3	3
S.S. 210 Regional Geography	3	3
Elective	3	3
Elective	3	3
Ed. 240 Orientation to Teaching	0	2

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15 17

## CURRICULUM FOR JR. HIGH SCHOOL TEACHERS

## FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sc. 100 Biology I	3 4	Sc. 102 Biology II	3 4
Math. 110 College Math. I	3 3	Math. 111 College Math. II or	3 3
S.S. 110 Prin. of Geography	3 3	Math. 120 Algebra I	
P.E. 100 and 102	1 2	Psych. 101 General Psychology	3 3
		P.E. 101 and 104	1 2
		Eng. 106 Speech	2 3
	16 18		18 21

## SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Ed. 104 Cultural Hist. Am. Ed.	3 3	Psych. 202 Adolescent Psych.	3 3
Sc. 110 Physical Science I or	3 3	Sc. 111 Physical Science II or	3 3
Sc. 112 Chemistry I		Sc. 113 Physics I	
P.E. 103 and 106	1 2	P.E. 105 and 108	1 2
Elective	3 3	Elective	3 3
Elective	3 3	Elective	3 3
	16 17		16 17

## THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 201 Methods and Materials in JHS Education	3 3	Ed. 211 Student Teaching	12 25
Ed. 204 Reading in the JHS	2 2	Ed. 232 Seminar in JHS Education	2 2
Psych. 203 Ed. Measurements	2 2		
Ed. 203 Methods in Areas of Sub- ject Specialization (choose one below)	2 2		
Mathematics in JHS			
English in the JHS			
Science in the JHS			
Social Studies in the JHS			
Elective	3 3		
Elective	3 3		
	15 15		14 17

## FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Art 102 Art Appreciation	3 3	Mus. 104 Music Appreciation	3 3
Phil. 203 Intro. to Philosophy	3 3	Phil. 204 Philosophy of Ed.	3 3
S.S. 105 U.S. History and Const.	3 3	S.S. 222 Social Institutions	3 3
Elective	3 3	Elective	3 3
Elective	3 3	Elective	3 3
P.E. 202 Standard First Aid	0 1	Ed. 240 Orientation to Teaching	0 2
	15 16		15 17

## CURRICULUM FOR INDUSTRIAL ARTS

## FIRST YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 100 English Composition I	3	3	Eng. 102 English Composition II	3	3
Math. 110 College Math. I	3	3	Math. 111 College Math. II	3	3
I.A. 112 Design	3	3	I.A. 115 General Metals I	3	6
I.A. 105 Woodworking I	3	6	I.A. 110 Technical Drawing I	3	6
I.A. 120 Graphic Arts I	3	6	I.A. 122 Power Mechanics I	3	6
P.E. 102	1	2	P.E. 104	1	2
	—	—		—	—
	16	23		16	26

## SECOND YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 210 American Literature	3	3	Eng. 215 English Literature	3	3
Sc. 112 General Physics	3	4	Sc. 113 General Chemistry	3	4
S.S. 105 U.S. Hist. & Const.	3	3	Psych. 101 General Psychology	3	3
I.A. 111 Technical Drawing II	3	6	I.A. 106 Woodworking II	3	6
IA. 116 General Metals II	3	6	I.A. 123 Power Mechanics II	3	6
P.E. 106	1	2	I.A. 200 Found. of I.A. I	2	2
	—	—	P.E. 108	1	2
	16	24		—	—
				18	26

## THIRD YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
I.A. 201 Principles and Practices in I.A.	4	4	I.A. 202 Found. of I.A. II	2	2
I.A. 121 Graphic Arts II	3	6	I.A. 225 Student Teaching	8	16
I.A. 228 General Shop I	3	6	Psych. 203 Tests & Measurements	2	2
I.A. 230 General Shop II	3	6	Eng. 106 Speech	2	3
Psych. 202 Adolescent Psych.	3	3			
	—	—		—	—
	16	25		14	23

## FOURTH YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Phil. 203 Intro. to Philosophy	3	3	Phil. 204 Philosophy of Ed.	3	3
S.S. 225 Industrial Society I	3	3	S.S. 226 Industrial Society II	3	3
Mus. 103 Music Appreciation	1	2	Elective Shop	3	6
Elective Shop	3	6	Elective Shop	3	6
Elective Shop	3	6	Elective	3	3
Elctive	3	3	II.A. 231 Seminar	2	2
P.E. 202 Standard First Aid	0	1	Ed. 240 Orientation to Teaching	0	2
	—	—		—	—
	16	24		17	25

## CURRICULUM FOR SPECIAL EDUCATION

## FIRST YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
S.S. 100 Hist. of Western Civ. I	3 3	S.S. 101 Hist. of Western Civ. II	3 3
Sc. 100 Biology I	3 4	Sc. 102 Biology II	3 4
Math. 110 College Math. I	3 3	S.S. 110 Prin. of Geography	3 3
Mus. 101 Music I	2 4	P.E. 101 and 104	1 2
P.E. 100 and 102	1 2	Art 100 Art Appreciation	3 5
Eng. 106 Speech	2 3		— —
	— —		16 20
	17 22		

## SECOND YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Psych. 101 General Psychology	3 3	Psych. 222 Psych. of Subnormal	4 4
Sc. 110 Physical Science I	3 3	Sc. 111 Physical Science II	3 3
Ed. 104 Cult. Hist. of Amer. Ed.	3 3	S.E. 220 Domestic Arts	3 6
Mus. 102 Music II	1 2	Ed. 115 Arithmetical Concepts	3 3
P.E. 103 and 106	1 2	P.E. 105 and 108	1 2
Elective	3 3		— —
	— —		17 21
	17 19		

## THIRD YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
S.E. 204 Methods of Teaching the Mentally Retarded	3 3	S.E. 230 Student Teaching	12 25
Ed. 208 Reading in Sp. Ed.	3 3		
P.E. 111 Phys. Ed. in Sp. Ed.	1 2		
I.A. 224 Industrial Arts I	3 6		
Eng. 236 Children's Literature	3 3		
Psych. 203 Ed. Measurements	2 2		
Mus. 200 Music in the Elem. Grades	2 4		
	— —		— —
	17 23		12 25

## FOURTH YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Phil. 203 Intro. to Philosophy	3 3	Phil. 204 Philosophy of Ed.	3 3
Sc. 238 Science in Sp. Ed.	3 4	S.S. 222 Social Institutions	3 3
Art 200 Art in Elementary Grades	2 4	S.E. 235 Occupational Information	3 3
S.E. 234 Guidance	3 3	Elective	3 3
S.S. 105 U.S. History & Const.	3 3	I.A. 227 Industrial Arts II	3 6
Elective	3 3	Ed. 240 Orientation to Teaching	0 2
P.E. 202 Standard First Aid	0 1		— —
	— —		15 20
	17 20		



## CURRICULUM FOR NURSING

## FIRST YEAR

1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Eng. 100 English Composition I	3	3	Eng. 102 English Composition II	3	3
S.S. 100 Hist. West. Civilization I	3	3	S.S. 101 Hist. West. Civilization II	3	3
Math. 110 College Mathematics I	3	3	Phil. 203 Intro. to Philosophy	3	3
Sc. 114 Chemistry in Nursing I	3	4	Sc. 115 Chemistry in Nursing II	3	4
Psych. 101 General Psychology	3	3	Sc. 105 Anatomy and Physiology I	3	4
Eng. 106 Speech	2	3	P.E. 101	1	2
P.E. 100	1	2	Intro. to Prof. Nursing	0	2
	<hr/>	<hr/>		<hr/>	<hr/>
	18	21		16	21

## BURBANK HOSPITAL SCHOOL OF NURSING

## SUMMER SESSION - 8 Wks.

S.H. C.H.

Microbiology  
 Nutrition  
 First Aid  
 Historical Development of Nursing  
 Pharmacology

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8 8

## STATE TEACHERS COLLEGE

## SECOND YEAR

1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Eng. 210 American Literature	3	3	Eng. 215 English Literature	3	3
Sc. 106 Anatomy & Physiology II	3	4	S.S. 105 U.S. History and Const.	3	3
Sc. 116 Physics in Nursing	3	4	S.S. 224 Advanced Sociology	3	3
Psych. 205 Child Psychology	3	3	Phil. 204 Philosophy of Ed.	3	3
Art. 101 Art Appreciation or	1	2	Ed. 202 Principles of Teaching	3	3
Mus. 103 Music Appreciation			P.E. 105	1	2
S.S. 222 Social Institutions	3	3	Introduction to Professional Nursing	2	2
P.E. 103	1	2			
Professional Adjustments I	1	1			
	<hr/>	<hr/>		<hr/>	<hr/>
	18	21		18	19

## BURBANK HOSPITAL SCHOOL OF NURSING

## SUMMER SESSION - 8 Wks.

S.H. C.H.

Fundamentals of Nursing (includes  
nursing in the home, Pharmacology  
and other related subjects)      6      8

## BURBANK HOSPITAL SCHOOL OF NURSING

## THIRD YEAR and SUMMER SESSION

	SH	Wks.
Fundamentals of Nursing, Medical-Surgical Nursing (includes O.R. & Recovery Room & Diet Therapy Nursing)	18	36
Introduction to P.H. & P.H. Nursing and Maternity Nursing	6	12
	<hr/>	<hr/>
	24	48

## FOURTH YEAR and SUMMER SESSION

Pediatric Nursing	6	12
Tuberculosis Nursing	2	8
Psychiatric Nursing	6	12
Public Health Nursing	5	8
Senior Medical-Surgical Nursing	2	8
	<hr/>	<hr/>
	21	48

## FIFTH YEAR (Sept. - Dec.)

Student Teaching	2	
Senior Clinical Experience		
Senior Nursing Conferences		
Prof. Adjustments II	2	
	<hr/>	<hr/>
	4	12

## Course Descriptions

### ART

#### **Art 100. Art Appreciation**

3 semester hours, 5 clock hours

The study of art structure and expression in various art materials gives the student a basis for an appreciative survey of architecture, painting, sculpture, and the minor arts. The student gains beginning proficiency in the specialized art skills of the teacher.

#### **Art 101. Art Appreciation (Nurses)**

1 semester hour, 2 clock hours

Creative experiences in color and design make the selective survey of World Art in this course more meaningful. Understanding, enjoyment, and expression in art are treated as resources in self-realization.

#### **Art 102. Art Appreciation (Junior High School Curriculum)**

3 semester hours, 3 clock hours

Understandings of color and design developed from the study of art structure in selected areas of historic art are applied to problems today and to creative expression in a variety of materials and techniques.

#### **Art 200. Art in Elementary Education**

2 semester hours, 4 clock hours

In this course understanding of art in elementary education is developed. Observation and discussion of the philosophy and practice of art education and a wide variety of creative experiences prepare the students to teach art in the integrated elementary program.

#### **Art 202. History of Art (Elective)**

3 semester hours, 3 clock hours

A survey of the development of the visual arts from early Egypt though contemporary forms of art expression develops insight into various cultures through the ages.

#### **Art 203. American Art (Elective)**

3 semester hours, 3 clock hours

Understanding of the growth and character of architecture, sculpture, painting, and the minor arts from colonial days to the present as an expression of the life of the period are developed with special emphasis upon contemporary art forms.

#### **Art 204. Modern Art (Elective)**

3 semester hours, 3 clock hours

The course will be centered around student investigation and discussion of the significant movements in modern art. Opportunity for application of findings in creative concrete form will be provided.

#### **Art 205. Masters of Art (Elective)**

3 semester hours, 3 clock hours

An intensive study of selected masters of art in each period of art history develops sensitivity to, and understanding and enjoyment of art as a cultural agent and aesthetic resource.

**Art 210. Creative Arts and Crafts (Elective)**

3 semester hours, 6 clock hours

Individual and group experiences in working creatively in the graphic arts, and in such crafts as blockprinting, clay modeling, modeling, metalcraft, silk screen, and stenciling are emphasized.

**Art. 215. Applied Art for the Teacher (Elective)**

3 semester hours, 6 clock hours

The art skills most useful in the arrangement of the modern school environment: poster design, lettering, dioramas, blackboard drawing, classroom displays, and decoration stressing the use of color, form, and design are studied and practiced.

**EDUCATION**

**ELEMENTARY EDUCATION**

**Ed. 104. Cultural History of American Education**

3 semester hours, 3 clock hours

This course examines the origin and development of American schools, both public and private, in the context in which they operate. Emphasis is placed on early Colonial Schools, influence of leading educators, design of American education, and current trends and practices.

**Ed. 200. General Methods of Elementary Education**

3 semester hours, 5 clock hours

This is a course in general method taken prior to specific methods. The teacher's responsibility toward the growth and development of children is studied. Demonstrations in the training schools are observed weekly.

**Ed. 205. Language Arts in the Elementary School**

2 semester hours, 2 clock hours

This course deals with the four aspects of a total program in language arts—listening, speaking, writing, and creativity. It stresses the building of desirable standards of speaking and writing suitable to the child's level of development.

**Ed. 207. Reading in the Elementary School**

3 semester hours, 3 clock hours

This course deals with the problems and methods of teaching reading in the primary and elementary grades, presenting suggested procedures for each stage of the pupil's development. Many basic reading series are examined and studied.

**Ed. 208. Reading in Special Education**

3 semester hours, 3 clock hours

Current practices in reading instruction, materials, and diagnostic tests are studied with special attention to analyzing children's reading difficulties, examining preventive and remedial techniques, appraising current reading materials with emphasis on special education curriculum adjustment. Classroom observation is included.



**Ed. 115.     Arithmetical Concepts     (Required course for students registered in the Elementary or Special Education Curriculum)**

3 semester hours, 3 clock hours

This course includes a study of the equipment, demonstrations, techniques, and other aids which are useful in illustrating arithmetical concepts in elementary education. A logical development of the structure of elementary arithmetic is included as background material.

**Ed. 210.     Student Teaching in the Elementary School**

12 semester hours, 25 clock hours

Students are assigned to two grade levels, nine weeks each, for a continuous 18 week period. During the semester the students teacher in a modern elementary school under the guidance of experienced teachers.

**Ed. 230.     Seminar in Elementary Education**

2 semester hours, 2 clock hours

Running concurrently with training, students meet for one two-hour period a week to discuss problems that arise as they teach in the various classrooms.

**Ed. 240.     Orientation to Teaching**

Non credit, 2 clock hours

This course is designed to develop further knowledge of the relationships of teaching. Community resources and relationships certification, placement, professional societies, professional ethics, opportunities for advancement, sources of assistance are investigated. General sessions and sessions in specific fields are held.

**JUNIOR HIGH SCHOOL EDUCATION**

**Ed. 201.     Methods and Materials in Junior High School**

3 semester hours, 3 clock hours

The objectives of this course are competence in basic principles of teaching and learning in junior high school. Lesson planning, teaching techniques, and unit method of organization are emphasized. Topics include: educational objectives, types of materials, evaluation of learning.

**Ed. 203.     Methods and Materials in Areas of Subject Specialization**

2 semester hours, 2 clock hours

Candidates for Junior High School teaching certificates must elect one special methods course, carrying two semester hours of credit, in the subject field in which they intend to specialize. These subject fields are: English, Social Studies, Science, and Mathematics.

**Ed. 204.     Reading in the Junior High School**

2 semester hours, 2 clock hours

This is a developmental reading course. The purpose of the course is to present the fundamental principles of reading instruction together with discussions of causes, diagnosis, and remedial treatment of cases with varying degrees of disability.

**Ed. 211. Student Teaching in the Junior High School**

12 semester hours, 25 clock hours

Students are assigned to laboratory school for a semester of student teaching in their specialized field. Under trained supervision, responsibility is gradually assumed for planning and executing the educational program, utilizing resources of scholarship and principles of teaching and learning.

**Ed. 232. Seminar in Junior High School Education**

2 semester hours, 2 clock hours

This course, taken concurrently with practice teaching, includes an analysis of the experiences of training with emphasis on problems in the learning process. Professional ethics, Massachusetts school law, and professional personnel policies, and career problems are considered.

**Ed. 240. Orientation to Teaching****NURSING EDUCATION****Ed. 202. Principles of Teaching for Nurses**

3 semester hours, 3 clock hours

Study is made of psychological and philosophical bases of effective teaching and learning. Broad methods and techniques of teaching in their application to the work of nurses are considered. Unit organization as a means of guiding learning activities is emphasized.

**ENGLISH****Eng. O. Remedial English**

0 semester hours, 2 clock hours

This remedial non-credit course in the basic mechanics of correct English provides individual and group instructions for students judged by standard tests to need improvement in their ability to express their thoughts clearly and correctly in written work.

**REQUIRED COURSES****Eng. 100. English Composition I**

3 semester hours, 3 clock hours

The principles and usages of correct English are studied and practiced through the frequent writing of themes, based upon the reading and critical discussion of literary selections.

**Eng. 102. English Composition II**

3 semester hours, 3 clock hours

The second composition course requires advanced study and practice of correct English expression, with more complex writing assignments, based on types of literature read; a project in formal letters; a research paper that stresses the techniques of using reference material.

**Eng. 236      Children's Literature**  
**(Required for Elementary and Special Education**  
**curricula)**

3 semester hours, 3 clock hours

A study is made of basic criteria to evaluate children's literature; to emphasize skills in story-telling; to know source materials; to encourage book club, book fairs, school and classroom libraries; to consider related areas to develop wider reading.

**Eng. 210.      American Literature**

3 semester hours, 3 hours

The study of representative selections from the writings of colonial times to the present aims to give the student a better understanding and appreciation of social, intellectual, and literary trends in the United States.

**Eng. 215.      English Literature**

3 semester hours, 3 clock hours

This course surveys English literary history from the Anglo-Saxon period to the Present, emphasizing the major British writers and their work.

**English 106.      Speech**

2 semester hours, 3 clock hours

In this course, the student is introduced to the effective organization and delivery of speeches, oral interpretation of literature, and the techniques of intelligent criticism. In group work, he participates in forums, panel discussions, parliamentary proceedings, and choral speaking.

**Eng.      Remedial Speech**

0 semester hours, 2 clock hours

A non-credit course is offered to those students who did not make sufficient progress in correcting basic speech flaws observed in Speech I and recorded on tape. Each student has opportunities for individual consultation.

## **ELECTIVES AND SPECIAL FIELD REQUIREMENTS**

The following courses are offered in rotation as electives. Candidates for Junior High School teaching certificates in English must select under guidance a minimum of 12 semester hours from the following list to complete a total of 24 semester hours of credit in the field.

**Eng. 101      World Literature I: From Homer through the Eighteenth Century.**

3 semester hours, 3 clock hours

Literary masterpieces from the Greek classics through the writings of the eighteenth century that exemplify the ideas and ideals of civilized people and show the contributions of the Western World to our modern society form the basis of this course.

**ENG. 102. World Literature II: From the Nineteenth Century to the Present**

3 semester hours, 3 clock hours

The literary masterpieces of the 19th and 20th centuries that comprise the later contributions of the Western World to the ideals of our contemporary society form the basis of discussion in this course.

**Eng. 200 World Drama**

3 semester hours, 3 clock hours

Significant and representative plays from ancient Greece to the modern period are analyzed as examples of dramatic masterpieces that cope with the problems of man.

**Eng. 201 Modern Drama**

3 semester hours, 3 clock hours

The ideals, motives, and problems of modern life as revealed in the dramas of such playwrights as Ibsen, Chekhov, Shaw, Pirandello, O'Neill and present-day dramatists are read and discussed.

**Eng. 204 Shakespeare**

3 semester hours, 3 clock hours

Significant tragedies, comedies, and historical plays are studied in order that the student may attain understanding and appreciation of Shakespeare's genius, artistry, and importance in world drama.

**Eng. 205 Elizabethan Literature**

3 semester hours, 3 clock hours

This course emphasizes the main characteristics of Renaissance and Elizabethan literature; development of the sonnet and lyric; the metaphysical poets, especially Donne; drama, exclusive of Shakespeare's plays; contributions of More, Lyly, Sidney, Spenser, Bacon, Marlowe, and Jonson to our literary heritage.

**Eng. 206 Literature of the Romantic Period**

3 semester hours, 3 clock hours

The Romantic Period in English literature is considered through the works of Wordsworth, Coleridge, Byron, Shelly, and Keats; minor writers such as Lamb, Hazlitt, and De Quincey also are studied.

**Eng. 207 Literature of the Victorian Period**

3 semester hours, 3 clock hours

Selected Victorian prose, poetry, and drama are studied for a greater understanding of the aesthetic, spiritual, and social development of this period; special emphasis is placed on the works of Tennyson, Browning, Arnold, Hopkins.



**Eng. 219      The Novel before World War I**

3 semester hours, 3 clock hours

Significant novels written before World War I, representing various countries and periods as well as stages in the development of a literary form, are studied both as social documents and works of art.

**Eng. 220      The Modern Novel**

3 semester hours, 3 clock hours

The international novel from the First World War through today is studied both as a literary form and as an attempt by man to understand his psychological, social, and spiritual problems.

**Eng. 221      The Short Story**

3 semester hours, 3 clock hours

Short fiction, including the episode, tale, and novella, and emphasizing the modern short story since Poe, is studied both as an art form and as a medium for the portrayal of personal relationships in various countries and periods.

**Eng. 223      Modern Poetry**

3 semester hours, 3 clock hours

This study of representative modern poetry will place the emphasis upon the writings of contemporary American and English poets.

**Eng. 231      Historical Development of the English Language**

3 semester hours, 3 clock hours

The nature and development of the English language, its structure, etymology, morphology, multilingual vocabulary, and position in relation to other languages, will be studied for an understanding of the political, social, and cultural influences upon our native tongue.

## INDUSTRIAL ARTS

**I.A. 112.      Design**

3 semester hours, 3 clock hours

The art heritage of Western civilization, as well as contemporary art sources, is surveyed as background for the study of design. The aims, elements, and principles of design are analyzed and approached through the problem method.

**I.A. 200.      Foundation of Industrial Arts I**

2 semester hours, 2 clock hours

A comparative study is made of the educational theories, the social and academic setting, and the leaders of each period of industrial arts history from manual training to the present with emphasis on the major contemporary viewpoints of industrial arts.

**I.A. 201. Principles and Practices in Industrial Arts**

4 semester hours, 4 clock hours

Principles underlying methods of planning and guiding learning activities with especial emphasis on problem solving, the project method and unitary teaching, and the effective application of these methods to industrial arts teaching are examined.

**I.A. 202. Foundations of Industrial Arts II**

2 semester hours, 2 clock hours

An overview of the social and philosophical foundations of American public education is undertaken with emphasis on curriculum theories and their application to the structure and organization of industrial arts in general education.

**I.A. 203. Instructional Material in Elementary Education**

2 semester hours, 4 clock hours

Students are given experiences in rudiments of planning, drawing, and construction of a variety of visual aids appropriate to the elementary grades. Emphasis is given to selected techniques of fabricating materials common to unit activities in the elementary school.

**I.A. 225. Student Teaching in Industrial Arts**

8 semester hours, 16 clock hours

Each student is directly responsible for planning, teaching, and managing a given number of classes either in the campus junior high school or selected public school shops under the supervision of an experienced teacher. Weekly conferences are held for counsel and guidance.

**I.A. 231. Seminar in Industrial Arts**

2 semester hours, 4 clock hours

The nature and function of industrial arts in elementary education and a review of the total program of industrial arts in general education are studied. Principles and practices of school shop administration include shop planning, ordering equipment and supplies, and maintaining records.

**I.A. 105. Woodworking I**

3 semester hours, 6 clock hours

This course emphasizes the individual project methods in bench work and a limited amount of machine work. Technical knowledge about tools, materials, processes, and design is stressed. Experiences are centered around the designing and making of articles of utility and recreation.

**I.A. 106. Woodworking II**

3 semester hours, 6 clock hours

This is a course in furniture woods, design, construction, and finishing. Hand tool skill is furthered along with machine techniques. Individual pieces of small furniture are designed, constructed, and finished.

**I.A. 205. Woodworking III**

3 semester hours, 6 clock hours

Experiences are provided in the practices and principles of making patterns and core boxes, for tools, machines, and other selected cast pieces. The students plan and make scaled and full-sized wooden structures for concrete forms, houses, boats,

**I.A. 206. Woodworking IV**

3 semester hours, 6 clock hours

This course features experiences in the production of high grade furniture, employing jigs, fixtures, and suitable mass production procedures. Appropriate methods of production management are used and studied. Students participate in the planning and management of procedures and devices.

**I.A. 207. Woodworking V**

3 semester hours, 6 clock hours

This course is intended for students who have proved their ability and wish to specialize in woodworking. It consists of tool and machine maintenance, designing and making teaching aids, and experimentation in wood technology and project development.

**I.A. 110. Technical Drawing I**

3 semester hours, 6 clock hours

The fundamentals common to industrial drawing, such as lettering, dimensioning, orthographic projection, symbols, sectioning, isometric and auxiliary views are studied and developed. Problem development and blueprint reading are related with classwork.

**I.A. 111. Technical Drawing II**

3 semester hours, 6 clock hours

This course is a continuation of fundamentals in the field of intersection and developments, revolutions, axonometrics, perspectives, assembly, and detail drawing. Emphasis is likewise given to chalk-board techniques.

**I.A. 210. Technical Drawing III**

3 semester hours, 6 clock hours

This study of architectural design gives experiences in architectural drawing. Assignments include structural design related to both architecture and transportation. Related print reading and model making in some of these phases are part of the required class and outside preparation.

**I.A. 211. Technical Drawing IV**

3 semester hours, 6 clock hours

This course is based upon the needs of the advanced students in technical drawing. Problems in machine assembly based on cam design and gearing will be stressed. Experiences in various technical illustration methods, using different media, will be offered.

**I.A. 115      General Metals I (Required)**

3 semester hours, 6 clock hours

An introduction to the field of metals involves study and practice in the benchwork phases of sheetmetal, bandmetal, forging and heat treatment and the use and understanding of the tools and processes common to this area.

**I.A. 116      General Metals II (Required)**

3 semester hour, 6 clock hours

This course provides study and experience in the construction and operation of basic machine tools and in the fundamentals of making molds and casting nonferrous metals.

**I.A. 215      General Metals III (Elective)**

3 semester hours, 6 clock hours

Instruction and practice in welding and brazing is provided for advanced students of metals with production of weldments as an integral part of an experience involving advanced operations on machine tools and industrial production methods.

**I.A. 216      General Metals IV (Elective)**

3 semester hours, 6 clock hours

Instruction is given in the fundamentals of ferrous and non-ferrous metallurgy and opportunity for metallurgical laboratory experiences is provided. Instruction and practice is also given in mechanical maintenance problems common to shop operation.

**I.A. 120.      Graphic Arts I (Introduction to Letterpress Printing)**

3 semester hours, 6 clock hours

This beginning course is designed to give a broad understanding of the graphic arts industry and its relationship to education. Emphasis is placed on hand composition, typography, fundamental operations, terminology, proof marks, printers measurements, and introduction to platen press operation.

**I.A. 121.      Graphic Arts II (Special Methods of Reproduction)**

3 semester hours, 6 clock hours

Letterpress printing is reviewed by use of a press project. Experiences in special processes in graphic reproduction include linoleum and wood block printing, silkscreen, drypoint engraving, thermography, marbling, flocking, rubber stamps, bookbinding, photography, and papermaking.

**I.A. 220.      Graphic Arts III (Offset Lithography and Advanced Shop Practice)**

3 semester hours, 6 clock hours

Practice is given in offset copy preparation, process camera operation, opaquing and stripping of negatives, platemaking, and operation of the Davidson press. Experience is gained in following a job on the Kluge Automatic, or Whitlock Cylinder, through the folder, stitcher, and perforator.



**I.A. 221. Graphic Arts IV (Advanced Special Processes)**

3 semester hours, 6 clock hours

A final integrative experience in solving advanced problems in special processes and rounding out one's graphic arts experiences in preparation for teaching uses airbrush techniques, metal etching photographic silkscreen, and other media. Production printing continues and darkroom facilities are available.

**I.A. 122. Power Mechanics I (Electrical Physics)**

3 semester hours, 6 clock hours

This course deals with fundamental principles of direct and alternating current electricity and magnetism plus applications of these principles to circuits, devices, and machines. Verification of these principles is made by means of experiments, demonstrations, and wiring problems.

**I.A. 123. Power Mechanics II**

3 semester hours, 6 clock hours

This is an introductory course in mechanical movements, mechanisms, and machines with particular emphasis on the internal combustion engine. Experiences are gained mainly through testing and adjusting various type live engines plus experiments with action models, mock-ups, and cut-aways.

**I.A. 226. Power Mechanics III (Electrical Physics II)**

3 semester hours, 6 clock hours

This is a course in basic electronic principles and their applications in electronic devices. The study of theory is supplemented by the construction and testing of various circuits which illustrate applications of basic principles.

**I.A. 222. Power Mechanics IV**

3 semester hours, 6 clock hours

This course is designed to extend the required skills and principles of power-mechanics through laboratory type research with electrical and mechanical problems and developments. Individual and group projects will be supplemented by lectures and demonstrations.

**I.A. 223. Power Mechanics V**

Study and laboratory work deal with further applications of electronic principles introduced in Power Mechanics III as they apply to power supplies, test equipment, photo-electric and other devices, plus an introduction to transistor theory and practice and F.M. receivers.

**I.A. 228. General Shop I**

3 semester hours, 6 clock hours

This course is an introduction and exploration of the major craft areas. The tools, materials, and processes related to leatherwork, ceramics, art metal, jewelry, enameling, and textiles are studied. Projects are individually designed and executed in each area.

**I.A. 230. General Shop II**

3 semester hours, 6 clock hours

A laboratory experience in the general shop emphasizes organization and administration including pupil personnel systems. An examination of course, instruction materials, project and unit plans and their preparation for teaching assignments is made along with observation in campus-training centers.

**I.A. 128. General Shop III**

3 semester hours, 6 clock hours

This advanced course provides an opportunity to gain depth and enrichment in two or more craft areas. The program is designed to meet the needs and interests of the student in such media as leather, clay, art metals, enamels, and textiles.

**I.A. 235. Experimentation in Industrial Arts**

3 semester hours, 6 clock hours

This is a course for selected students who have proved their ability in design and craftsmanship. The major portion of the course is devoted to developing an original design, carrying on the necessary research and completing a project. The facilities of the entire department and staff are available for this course.

**I.A. 224. Industrial Arts I (Required for Special Education)**

3 semester hours, 6 clock hours

Constructional activities in wood, metal, and crafts for the mentally retarded child are studied. An attempt is made through projects and units to attain a background in the materials, tools, and processes appropriate to this type of teaching.

**I.A. 227. Industrial Arts II (Required for Special Education)**

3 semester hours, 6 clock hours

This course is an extension of Industrial Arts I. The purpose is to give an appropriate knowledge of the several areas in industrial arts and to develop further technical competence. Visual aids are emphasized.

## MATHEMATICS

**Math. O. Remedial Mathematics**

2 clock hours, no credit

Students are assigned to this section on the basis of demonstrated need for remedial work in mathematics. This course is designed to provide students with the basic skills necessary in arithmetic and algebra.

**Math. 110. College Mathematics I**

3 semester hours, 3 clock hours

The logical nature of mathematics and mathematical operations will be emphasized. A study of algebra will include elementary functions, the system of real numbers and operations with real numbers treated deductively. Additional topics to be studied include measurement and computation.

**Math. 111. College Mathematics II**

3 semester hours, 3 clock hours

Trigonometry, functions and graphs, the analytic geometry of the straight line, and basic principles of differentiation and integration are topics included in this course.

**ELECTIVES AND SPECIAL FIELD REQUIREMENTS**

Candidates for Junior High School teaching certificates in Mathematics must select courses from those listed below to complete a minimum of 18 semester hours of credit in the field. The Mathematics faculty in charge of counseling students in the field may prescribe additional course in the field.

**Math. 120. Algebra I**

3 semester hours, 3 clock hours

Complex numbers, theory of equations, permutations and combinations, probability, and determinants are topics included in this course.

**Prerequisite:** Math. 110.

**Math. 200. Algebra II**

3 semester hours, 3 clock hours

Abstract mathematical systems such as groups, rings, and fields are developed deductively.

**Prerequisite:** Math. 110 and Math. 120 or the equivalent.

**Math. 201. Trigonometry**

3 semester hours, 3 clock hours

Definitions of the trigonometric functions, solving triangles, graphing, fundamental identities, and applications in other fields are topics included in this course.

**Prerequisite:** Math 110.

**Math. 202. Analytic Geometry**

3 semester hours, 3 clock hours

Coordinate systems in one, two and three dimensions, the straight line, conic sections, the general equation of the second degree, and an introduction to surfaces are topics included in this course.

**Math. 203. Calculus**

3 semester hours, 3 clock hours

The meaning and geometric interpretation of the derivative, the development of formulas for the differentiation of elementary functions, maxima problems, and a brief introduction to integration are topics included in this course.

**Pre-requisite:** Math 202.

**Math. 205. Selected Topics in Mathematics**

3 semester hours, 3 clock hours

Topics are selected from the following list: limits and infinite series, theory of functions, derivatives and integrals of special functions, partial differentiation, topology, and non-euclidean geometry.

## MUSIC

### **Music 101. Music I**

2 semester hours, 4 clock hours

The student is helped to review the rudiments of music and to become acquainted with a wide variety of great music through singing and listening. The class time given to these respective activities is approximately in the ratio of one to two.

### **Music 102. Music II**

1 semester hour, 2 clock hours

The student's skill and understanding are extended in this intermediate course, which is conceived both as a continuation of Music 101 and a preparation for Music 200.

### **Music 103. Music Appreciation**

1 semester hour, 2 clock hours

Music from the 16th century to the present is included. The approach is through simpler forms to the larger musical forms, with the purpose of providing as wide an acquaintance with music literature as is practicable.

### **Music 104. The Art of Music (Junior High School curriculum.)**

3 semester hours, 3 clock hours

Acquaintance with representative works from the music literature of past and present is the objective of this course. Students will pursue individual listening, concert-going, and research projects.

### **Music 200. Music in Elementary Education**

2 semester hours, 4 clock hours

The objectives and techniques of teaching music in the first six grades are examined. The student is led to think of music in terms of the elementary school child. Observation of actual classroom situations parallels the study.

### **Music 210. The Symphony (Elective)**

3 semester hours, 3 clock hours

Beginning with the Viennese symphonists, the course traces structural and stylistic changes of the symphony to the present time.

### **Music 215. The Opera (Elective)**

3 semester hours, 3 clock hours

Several works from the standard operatic repertoire are examined. In addition, the student becomes familiar with some of the significant trends in modern opera.

### **Music 217. History of Music (Elective)**

3 semester hours, 3 clock hours

Music since the Middle Ages is studied as one of the humanities, with attention to the interaction of music and society and to the relationships of music to the other arts.



**Music 220. Twentieth-Century Music (Elective)**

3 semester hours, 3 clock hours

Modern idioms and esthetic notions are examined, together with relationships with the past.

**PHILOSOPHY****Phil. 203. Introduction to Philosophy**

3 semester hours, 3 clock hours

This course utilizes the "problem method" because of its value in arousing thought on the facets of reality. The student's perspective should not be mere problem-solving, but rather a deeper insight into "being" as expressed in metaphysics, epistemology, and ethics.

**Phil 204. Philosophy of Education.**

3 semester hours, 3 clock hours

The purpose of this course is to furnish a guide to the philosophical treatment of educational problems. This course seeks solutions of educational problems by employing the synoptic, critical, and systematic areas of philosophy.

**PHYSICAL EDUCATION AND RECREATION****P.E. 100. Physical Education (Women)**

1 semester hour, 2 clock hours

Opportunity is given for the individual to participate in a variety of healthful activities for the achievement of general physical development and particular fundamental skills. Introductory study is made of basic rules of hygiene derived from contemporary medical knowledge.

**P.E. 101. Physical Education (Women)**

1 semester hour, 2 clock hours

This continuation of the basic course includes activities such as tennis, archery, badminton, basketball, and folk dancing. Emphasis is placed on the acquisition of a general knowledge of team games as well as the development of individual skills and the elements of fair play.

**P.E. 102. Physical Education (Men)**

1 semester hour, 2 clock hours

Opportunity is provided for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreational programs, such as basketball, soccer, softball, tennis, and touch football.

**P.E. 103. Physical Education (Women)**

1 semester hour, 2 clock hours

Additional opportunity is offered to acquire advanced skills in folk dancing, individual sports, basic apparatus technique, stunts, and self-testing events. Provision is also made for the pursuit of chosen athletic interests.

**P.E.104. Physical Education (Men)**

1 semester hour, 2 clock hours

This physical fitness program is designed to meet individual needs and prescribe remedial activities to improve and maintain physical tone.

**P.E. 105. Physical Education (Women)**

1 semester hour, 2 clock hours

Physical Education activities are elected on the basis of both individual and group interest.

**P.E. 106. Physical Education (Men)**

1 semester hour, 2 clock hours

General physical development is maintained individual skills that have recreational value, such as, badminton, fencing, handball, and horseshoes.

**P.E. 108. Physical Education (Men)**

1 semester hour, 2 clock hours

This continuation of Physical Education 106 provides additional opportunity for the regular pursuit of chosen athletic interests.

**P.E. 110. Physical Education in the Elementary School**

1 semester hour, 2 clock hours

Theory and practice course is designed to guide the classroom teacher in organization and teaching of a comprehensive program of physical education activities based upon physiological, sociological, and psychological needs of elementary children with practice teaching of stunts, tumblings, and rhythemics.

**P.E. 111. Physical Education in Special Education**

1 semester hour, 2 clock hours

This course is designed to guide the Special Education teacher in organization and teaching of physical education activities suitable for mentally retarded children.

**P.E. 202. First Aid**

The official Red Cross Standard course is required of students in all curricula except Nursing.

**P.E. 203. Health Education (Elective)**

3 semester hours, 3 clock hours

This course offers a study of the structures and functions of the physical systems of the body, and of the application of this knowledge to essential programs of personal, school, and community hygiene.

**P.E. 209 Swimming (Elective for Women)**

3 semester hours, 3 clock hours

Course is designed for students desiring to increase their swimming and diving skills, and to learn the basic techniques of teaching synchronized swimming and life-saving; organizing and directing competitive swim meets, aquatic pageants, and water ballets.

**Prerequisite:** Ability to swim and dive with moderate skill.

**P.E. 210. Coaching and Officiating (Men and Women)****(Separate Courses)**

3 semester hours, 3 clock hours

Study is made of principles and techniques of coaching and officiating major sports for junior and senior high school players. This includes an intensive study rules and their application to game situations, as well as an examination of methods of adapting activities to limited facilities.

**P.E. 216. Rhythmic Activities for Children (Elective)**

3 semester hours, 3 clock hours

This theory and practice course places special emphasis on the technique of developing natural rhythmic response in the elementary school child and includes the study and use of basic rhythms and rhythm combinations. A progression of activities leads to creative movement.

**P.E. 218. Folk Dance (Elective)**

3 semester hours, 3 clock hours

European and American folk dances are studied, with particular stress on step patterns, dance forms, and techniques. Application of simple folk patterns in the elementary and junior high school programs follows this study.

**P.E. 219. Dance Forms (Elective)**

3 semester hours, 3 clock hours

This course offers theory and practice of basic dance forms. Study is made of the relationship of dance to folk culture. An examination is made of methods of integrating dance and literature, social studies, art, and dramatics.

## PSYCHOLOGY

**Psych. 101. General Psychology**

3 semester hours, 3 clock hours

This study of the science of human behavior deals with the scientific method, maturation, motivation, emotions, sensation, perception, learning, personality, and adjustment.

**Psych. 204. Child Psychology**

3 semester hours, 3 clock hours

This introductory phase of the professional sequence is devoted to a study of how the child develops in all aspects of his personality for which the teacher has guidance responsibilities.

**Psych. 205. Child Psychology****(for Nursing Education)**

3 semester hours, 3 clock hours

This course aims to develop a sympathetic understanding of children, the ability to recognize general characteristics of boys and girls at various age levels, and the ability to evaluate objectively the growth of the children.

**Psych. 202. Adolescent Psychology**

3 semester hours, 3 clock hours

The psychological significance of factors in the adjustment of the adolescent to his peers, family, school, and society is studied.

**Psych. 203. Educational Measurements**

2 semester hours, 2 clock hours

This is a study of basic statistical concepts and techniques used in appraising pupil achievement, aptitude, and personality. Practical application of teacher-made tests, standardized tests, and other evaluative instruments is included.

**Psych. 215. The Use of Tests in Counseling (Elective)**

3 semester hours, 3 clock hours

This course studies the predictive value of tests in counseling individuals through application techniques in analyzing and interpreting data from individual and group testing.

**Psych. 216. Mental Hygiene (Elective)**

2 semester hours, 2 clock hours

This course considers the factors governing the adjustment of the individual to his environment particularly in relation to mental, physical, emotional, and social development.

**Psych. 217. Psychology of Interpersonal Relations (Elective)**

3 semester hours, 3 clock hours

This course will study psychological constructs and concepts in their application to various aspects of the interaction of human beings with each other.

**Psych. 222. Psychology of Subnormal and Unadjusted Children**

4 semester hours, 4 clock hours

This course consists of a study of causes, classification, and identification of the exceptional child. The role of the home, community, and the school in understanding the mentally retarded child is explored.

SCIENCE

I. PHYSICAL SCIENCE

**Sc. 110 and 111. Physical Science I and II**

3 semester hours, 3 clock hours (each semester)

A survey of the broad areas of the physical sciences is included. Emphasis is placed on the use of the scientific method in the logical development of scientific concepts.

**Sc. 112. I. A. Physics**

3 semester hours, 4 clock hours

Basic laws of physics are studied in the areas of mechanics, heat, light, sound, electricity, magnetism, and radioactivity. Required of Industrial Arts sophomores.



**Sc. 113. I.A. Chemistry**

3 semester hours, 4 clock hours

A study of the fundamentals of chemistry with material selected from both the inorganic and organic fields is included. Modern chemical processes and products are emphasized. Required of Industrial Arts sophomores.

**Sc. 114. Chemistry in Nursing I**

3 semester hours, 4 clock hours

A systematic study of the fundamentals of chemistry with applications in inorganic chemistry is included. Special attention is given to problems in physiological chemistry.

**Sc. 115. Chemistry in Nursing II**

3 semester hours, 4 clock hours

A systematic study of the chemistry of carbon compounds at the pre-professional level with special attention to problems in physiological chemistry is included.

**Prerequisite:** Sc. 114 or its equivalent.

**Sc. 116. Physics in Nursing**

3 semester hours, 4 clock hours

Laws of mechanics, heat, light, sound, electricity, magnetism, and nuclear physics are taught as background for the technical training of nurses.

**ELECTIVE AND SPECIAL FIELD REQUIREMENTS**

Candidates for Junior High School teaching certificates in General Science (Physical Science emphasis) must select courses from those listed below to complete a minimum of 18 semester hours of credit in the field. The Physical Science faculty in charge of counselling students in the field may prescribe additional courses in the field.

Students of other curricula also may elect, under guidance, the following courses:

**Sc. 210-A and 210-B. General Chemistry I and II**

3 semester hours, 4 clock hours (each semester)

This course includes a study of the fundamental laws and theories of chemistry such as atomic structure, the periodic table, electrochemistry, descriptive inorganic chemistry and chemical binding. A very brief introduction to organic chemistry is included. Chemical calculations are emphasized.

**Sc. 211-A and 211-B. General Physics I and II**

3 semester hours, 4 clock hours (each semester)

With the aid of experiments and problems, a study is made of the laws and formulas in the major areas of physics, mechanics, heat, light, sound, electricity, magnetism, and atomic physics.

**Sc. 212. Physical Science III**

3 semester hours, 3 clock hours

Approximately two-thirds of this course is concerned with the solar system, local and outer galaxies, and the modern tools and methods of astronomy.

Approximately one-third of this course deals with "physics of the air" as a background for meteorological understanding.

**Sc. 213. Organic Chemistry**

3 semester hours, 4 clock hours

A systematic study of the chemistry of carbon compounds is included. Aliphatic and aromatic families are covered. A brief introduction to biochemistry and the mechanistic approach to organic chemistry are included.

**Prerequisite :** Sc. 210-A and 210-B or the equivalent

**Sc. 214. Geology**

3 semester hours, 4 clock hours

This is a survey course in physical and historical geology. Special attention is given to the evidence of recent glaciation in New England. Laboratory work includes field trips, study of rocks, minerals, and fossils.

**Sc. 215. Modern Physics**

3 semester hours, 3 clock hours

This course deals mainly with developments in physics since the discovery of Becquerel rays in 1896. Thus it includes the study of subatomic particles, quantum theory, and nuclear reactions. Classical physics is presented only when needed as background.

**Prerequisite :** Sc. 211-B.

The following courses may also be counted toward a Junior High School teaching certificate in General Science. See Social Studies Department listings for course descriptions :

**S.S. 213. Meteorology**

3 semester hours, 3 clock hours

**S.S. 220. Geomorphology**

3 semester hours, 3 clock hours

## II BIOLOGICAL SCIENCE

**Sc. 100. Biology I**

3 semester hours, 4 clock hours

This course includes a survey of living organisms—their relationships to each other and to man. Plants and animals included are those commonly encountered in New England. Field work and laboratory work supplement the study.

**Sc. 102.     Biology II**

3 semester hours, 4 clock hours

In this course, the functioning and structure of the organ systems of animals are studied with emphasis on the human organism. Laboratory work supplements the study, with dissections of locally available materials and one mammal.

**Sc. 105 and 106.     Anatomy and Physiology I and II**

3 semester hours, 4 clock hours (each semester)

This course provides the fundamental concepts for understanding the structure and function of the normal body as a basis for applying scientific principles to nursing activities and developing health concepts. Methods employed are lecture, discussion, laboratory experience, and visual aids.

**ELECTIVE AND SPECIAL FIELD REQUIREMENTS**

Candidates for Junior High School teaching certificates in Biology must select courses from those listed below to complete a minimum of 18 semester hours of credit in the field. The Biology faculty in charge of counselling students in the field may prescribe additional courses in the field.

Candidates for Junior High School teaching certificates in General Science (Physical Science and Biology combination) must select courses from those listed below to complete a minimum of 30 semester hours of credit in Physical Science and Biology combined. The Science faculty in charge of counselling students in the field may prescribe additional courses in the field.

Students of other curricula also may elect, under guidance, the following courses:

**Sc. 201.     Invertebrate Zoology.**

3 semester hours, 4 clock hours

This course deals with the major phyla of invertebrate animals. A wide variety of animals is used for laboratory study. Lectures are coordinated with laboratory studies, and the emphasis is on zoological principles and relationships.

**Sc. 202.     Vertebrate Zoology**

3 semester hours, 4 clock hours

In the study of representative fish, amphibians, reptiles, birds, and mammals, emphasis is placed on ecologic and economic factors. Field trips supplement classwork with emphasis on life-histories, natural habitats, feeding, maintenance, and classroom use of the vertebrates.

**Sc. 203. Literature in the Natural Sciences**

3 semester hours, 3 clock hours

This course is aimed at enlarging the student's acquaintance with the wide variety of published material in the natural sciences. Evaluation of literature from the standpoint of reading for enjoyment, scientific accuracy, and research purposes is stressed.

**Sc. 204. Biological Techniques**

3 semester hours, 4 clock hours

This course includes a comprehensive study of the experiments, demonstrations, and aids which are useful in illustrating the major principles and generalizations of Biology. Laboratory work supplements the formal study.

**Sc. 206. Conservation of Natural Resources**

3 semester hours, 4 clock hours

The proper use and management of fish and wildlife, recreation areas, soil, forests, and minerals are studied in the classroom and field. The course includes demonstrations, experience in woodlot management, and field trips to farms that practice conservation techniques.

**Sc. 207. Field Natural History**

3 semester hours, 4 clock hours

Field work is the basis of this course with lecture periods used to supplement and interpret data. Ecological factors as terrain, soil, climate and temperature, vegetation are studied as part of the inter-relationship of living things.

**Sc. 208. Genetics**

3 semester hours, 4 clock hours

This course includes a study of the history of evolutionary thought, the mechanics of heredity, environment and heredity acting on the organism, and the application of knowledge in the field to new and anticipated problems. Laboratory work supplements formal study.

**Sc. 231. Botany I - Botany of Flowering Plants**

3 semester hours, 4 clock hours

Lectures and laboratories include ecology, economic importance, morphology, and classification of representative species of flowering plants. Local forms are stressed.

**Sc. 232. Botany II - Botany of Non-flowering Plants**

3 semester hours, 4 clock hours

The emphasis in this course is on representative Thallophytes, their biology and their importance to man. Local Bryophytes and Pteridophytes are also briefly studied. Laboratory and field work supplement the lectures.



**Sc. 238. Science in Elementary Education**

3 semester hours, 4 clock hours

Topics for study will be selected from those science areas particularly applicable in elementary education. Both physical and biological science problems are studied. Emphasis is on experimentation, observation, and problem solving.

**Sc. 239. Science in Special Education**

3 semester hours, 4 clock hours

This course includes a study of selected biological and physical science areas which are suitable for teaching to mentally retarded children. Laboratory work supplements the formal study.

**SOCIAL STUDIES****I History****S.S. 100 and 101. History of Western Civilization I and II**

3 semester hours, 3 clock hours (each semester)

This course is a survey of the development of civilization. It emphasizes the special characteristics and contributions of periods and peoples from primitive man to man to today.

**S.S. 105. U.S. History and Constitution**

3 semester hours, 3 clock hours

A selective, topical survey is presented of the major forces and movements which have been most important in the development of the American heritage from its beginnings to the present.

**ELECTIVES AND SPECIAL FIELD REQUIREMENTS**

The following courses are offered in regular rotation as electives. Candidates for Junior High School teaching certificates in Social Studies must select under guidance a total of 9 semester hours from the following lists to complete a total of 30 semester hours of credit in the field.

Candidates for Junior High School teaching certificates in history must select under guidance a total of 9 semester hours from the history group below to complete a total of 18 semester hours of credit in the field.

**S.S. 203. History of the Middle Ages**

3 semester hours, 3 clock hours

The political-cultural history of the Mediterranean and European world, from the fall of Rome to the Renaissance, is studied. Christendom and Islam, feudalism, the rise of the towns, and the cultural contributions of the regions and areas will be studied.

**S.S. 206. U.S. History from the Period of Colonization to 1820**

3 semester hours, 3 clock hours

The course presents the causes and events of exploration and settlement of North America; development of American institutions; struggles for the continent; winning of Independence; post-revolutionary political, economic, and social developments; and the conception of the constitution.

**S.S. 235. U.S. History, 1820-1877**

3 semester hours, 3 clock hours

The course traces the problems and developments of the Federal Union from the Missouri Compromise through Reconstruction. Special emphasis will be placed on the causes and effects of disunion.

**S.S. 236. U.S. History, 1877 to Present.**

3 semester hours, 3 clock hours

The course will begin with the post-reconstruction period and detail the progress of American History to the present. Particular attention will be given to twentieth century economic and political developments.

**S.S. 207. Current World Affairs**

3 semester hours, 3 clock hours

The course surveys the background, action, and consequences of two World Wars. It also studies the years following with a view toward a better understanding of present international relations through an analysis of contemporary forces and problems.

**S.S. 230. Comparative Government**

3 semester hours, 3 clock hours

The material covered gives a comparative analysis of the various forms of government, their underlying philosophies and their differing political climates. The complete development of the American system receives special emphasis.

**S.S. 238. European History from 1815 through World War I**

3 semester hours, 3 clock hours

The topics treated include: the developments within the major European countries after the Congress of Vienna; the rise of nationalism and imperialism; the intellectual revolution; the causes and course of World War I; and the Treaty of Versailles.

**S.S. 239. British History 55 B.C. - 1603 A.D.**

3 semester hours, 3 clock hours

The Picts, Celts, Gaels, Angles, Saxons, Jutes, and Norman French are studied as components of British stock. Historical events from the Roman Conquest of Britain through the Elizabethan Era and the culture of Anglo-Saxon, Norman, Angevin, and Tudor periods are stressed.

**S.S. 240. British History 1603 to the Present**

3 semester hours, 3 clock hours

The following topics are studied: Stuarts, Cromwell, Restoration; development of limited monarchy; colonial wars and American Revolution; Industrial Revolution; Napoleonic Era; Victorian Age; development of trade and world empire; World War I; Britain and the peace; World War II; Britain in post-war world.

**S.S. 248. Russian History to 1917**

3 semester hours, 3 clock hours

Study begins with the Slavs and the founding of the first Russian State, continuing with the Kievan, Mongol, Muscovite and Empire periods to the Communist Revolution in 1917. Emphasises the social, political, economic and other institutions of pre-Soviet Russia.

## II GEOGRAPHY

**S.S. 110. Principles of Geography**

3 semester hours, 3 clock hours

An introductory course in Geography is organized and presented to develop an understanding of and an appreciation for the interrelationships that exist between the physical and cultural elements of man's environment.

**S.S. 210. Geography of The United States and Canada**

3 semester hours, 3 clock hours

The Geography of the United and Canada is organized on a regional basis, emphasizing the influence of topography, climate soils, vegetation, transportation, and natural resources on the occupations, and cultural development of each region.

### ELECTIVE and SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching in Geography must select five of the courses listed below to complete a total of 18 semester hours of credit in the field. Students from other curricula may elect, under guidance, any of the courses listed below.

**S.S. 212. Economic Geography**

3 semester hours, 3 clock hours

This course presents the basic geographic factors that are involved in the production, distribution, and consumption of the major commodities of the world.

**S.S. 213. Meteorology**

3 semester hours, 3 clock hours

Meteorology deals with the laws and principles underlying atmospheric phenomena, wheather analysis and forecasting, and the application of weather data to problems of agriculture, forestry, transportation, and health.

**S.S. 214.     Climatology**

3 semester hours, 3 clock hours

Climatology presents a systematic study of the climatic regions of the earth and the interplay of latitude, pressure cells, mountain barriers, water bodies, ocean currents, and winds on the development of each climate type.

**S.S. 216.     Geography of Latin America**

3 semester hours, 3 class hours

This course presents the geography of the countries and colonies of Latin America: historical background and political status, physical and climatic regions, agricultural and economic position, and inter-American and international relations.

**S.S. 217.     Geography of Europe**

3 semester hours, 3 class hours

This regional analysis is based on the geographic elements that have influenced the evolution of the countries of Western Europe and have produced the national and international problems faced by European countries today.

**S.S. 218.     Geographic Influences in American History**

3 semester hours, 3 clock hours

Oceans and coast, island and harbors, mountain barriers and gaps, weather and climate, soil and vegetation, native animals and natural resources are analyzed to show their influence on the exploration, colonization, and expansion of the United States.

**S.S. 219.     Political Geography**

3 semester hours 3 class hours

Political Geography is the study of dependent and independent political units (colonies, protectorates, trust territories, commonwealths, and countries,) boundary disputes, strategic areas, buffer zones, and international organizations.

**S.S. 241.     Geography of Asia**

3 semester hours, 3 clock hours

Geography of Asia is a regional analysis based on the geographic factors that have played a part in the development of the internal and external problems facing the nations of Asia today.

**S.S. 242.     Geography of Africa and Australasia**

3 semester hours, 3 clock hours

This course presents the economic, political, historical, and cultural development of the countries of Africa, Australia, New Zealand, and the South Pacific Islands in relation to the physical environment.

**S.S. 243.     Geomorphology**

3 semester hours, 4 clock hours

Geomorphology is the study of land forms (mountains, plateaus, valleys, lakes, canyons, beaches, and caves) and their development through the action of physical agents: glaciers, surface water, underground water, wind volcanism, diastrophism, and waves,



**Sci. 214. Geology**

3 semester hours, 3 clock hours

This course may be applied toward a Junior High School teaching certificate in Geography. See Science Department listings for description.

**III SOCIAL SCIENCES****S.S. 120. Introductory Economics**

3 semester hours, 3 clock hours

This course studies the organization and functions of economic society. It develops understanding of the processes of production, consumption, exchange, and distribution. Its topics include corporate enterprise, price theory, national income, money, credit, banking problems, finance, taxation, and politico-economic philosophies.

**S.S. 220. Industrial Society**

3 semester hours, 3 clock hours

This course studies the interrelationships of economics and sociology in our present technological society, including production, consumption, distribution of wealth, social problems in industry, government relationships with labor, capital, and management and the interaction of science, industry, and the arts.

**S.S. 221. Contemporary American Sociology**

3 semester hours, 3 clock hours

The student is introduced to the science of social relations. Detailed study is made of social institutions and of the interrelationships of sociology, economics, and anthropology, with special emphasis on the nature, functions, and problems of health service in our society.

**S.S. 222. Social Institutions**

3 semester hours, 3 clock hours

The course first presents a consideration of the basic principles of sociology. This is followed by a comprehensive study of social institutions in the light of the individual's relationships with contemporary culture.

**S.S. 223. Social Institutions (I.A.)**

3 semester hours, 3 clock hours

This course is a historical review of human culture; the development by primitive man and his successors of the tools, techniques, and institutions of social living.

**S.S. 224. Advanced Sociology**

3 semester hours, 3 clock hours

This course studies the phenomena of group behavior, social and individual organization, style, and group suggestibility. The characteristics and behaviors of American socio-economic strata are studied.

**S.S. 225. Industrial Society I**

3 semester hours, 3 clock hours

The course treats interrelationships of economics and sociology in behaviors and institutions of society through genetic study of the development of technology from prehistoric man to the atomic age. Specific topics include production, consumption, distribution of wealth, labor, capital and management.

**S.S. 226. Industrial Society II**

3 semester hours, 3 clock hours

Principles developed in Industrial Society I are applied to modern problems of agriculture, industry, full employment, consumer demand, work incentives, theoretical communism and capitalism, government relationships with labor and management, trade unionism, inflationary-deflationary cycle, distribution, scarcity, over-abundance, interaction of science, industry, and arts.

**SPECIAL EDUCATION****FOR THE TEACHING OF THE MENTALLY RETARDED****S.E. 204. Methods of Teaching the Mentally Retarded**

5 semester hours, 5 clock hours

Emphasis is placed on experiences which will provide optimum conditions of growth for the mentally retarded child. Language arts, quantitative thinking, and evaluative techniques are developed.

**S.E. 220. Domestic Arts**

3 semester hours, 6 clock hours

This course of study of foods includes simple food selection and preparation, elementary nutrition, meal planning, and table service. Emphasis is also placed on quality, style, and care of clothing within the ability of the retarded child.

**S.E. 230. Student Teaching**

12 semester hours, 25 clock hours

Students are assigned to selected special classes for one semester. Each student gradually assumes full classroom responsibility guided by the cooperating teacher and college supervisor.

**S.E. 234. Guidance**

3 semester hours, 3 clock hours

This course deals with the role, the scope, and application of guidance services. The tools and techniques of individual counseling will be considered. Emphasis will be placed on the use of community resources by the classroom teacher.

**S.E. 235. Occupational Information**

3 semester hours, 3 clock hours

The uses of occupational information in vocational guidance and the most effective methods of presenting such information are analyzed. Sources of occupational literature, occupational studies, vocational surveys, and job analysis are considered.

In addition to the required college courses and to those above, the following courses, listed under their respective departments, are planned for students in the Special Education curriculum.

**Ed. 208. Reading in Special Education****Eng. 236. Children's Literature****I.A. 224, 227. Industrial Arts I, II****P.E. 111. Physical Education in Special Education****Psych. 203. Educational Measurements****Psych. 222. Psychology of Subnormal and Unadjusted Children****Sc. 238. Science in Special Education****Ed. 240. Orientation to Teaching**







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